

English Language Arts (ELA) Classroom Observation Rubric SY 24–25 (based on the Instructional Practice Guide)

Standard Alignment: Does the lesson reflect the demand of the standard(s)?	
Instruction meets the demand of the standard or pairing of standards.	The instruction meets the demand of the standard or pairing of standards. 4 - Fully meets 3 - Mostly meets 2 - Partially meets 1 - Does not meet
Core Action 1: Are the materials instructionally and culturally rich, providing grade-level complexity, building knowledge, and offering opportunities for students to examine diverse ideologies and perspectives?	
A. The text(s) is at or above the quantitative and/or qualitative complexity expected for the grade level, instructionally rich, and reflective of various cultural, historical/contemporary backgrounds and experiences (authors and characters).	4 - The text is appropriately complex for the grade level, is instructionally rich, and reflects various cultural, historical, or contemporary backgrounds and experiences of both authors and characters). 3 - The text is appropriately complex for the grade level and is instructionally rich. 2 - The text is not appropriately complex for the grade level. 1 - There is no text in the lesson.
B. A majority of the lesson is spent reading, writing, and/or speaking about text(s).	4 - Most of the lesson is spent reading, writing, and/or speaking about the text(s) as evidenced by students reentering the text(s). 3 - Some of the lesson is spent reading, writing, and/or speaking about the text(s) as evidenced by students reentering the text(s). 2 - A brief part of the lesson is spent reading, writing, and/or speaking about the text(s) as evidenced by students reentering the text(s). 1 - Students are speaking or writing about the text(s) but do not have the actual text(s) (or any resources) open, or there is no text in the lesson.
C. The text(s) is part of a larger unit of study that builds knowledge of history, civics, geography, sciences, art, math, human nature, etc., through substantive, rich content.	4 - The text(s) is connected to a larger, cohesive unit of study that builds deep knowledge of a topic through substantive, rich content. 3 - The text(s) is connected to a larger, cohesive unit of study that builds knowledge of a topic. 2 - The text(s) is not connected to a cohesive unit of study but builds limited knowledge of a topic. 1 - The text(s) does not provide the opportunity to build knowledge.
D. The texts provide opportunities for questions and tasks that invite multiple interpretations, allowing students to examine various experiences, beliefs, and perspectives represented throughout the text(s).	4 - The text(s) provides the opportunity, and most students examine various experiences, beliefs, and perspectives. 3 - The text(s) provides the opportunity, and many students examine various experiences, beliefs, and perspectives. 2 - The text(s) provides the opportunity, but only a few or no students examine various experiences, beliefs, and perspectives. 1 - The text does not provide the opportunity.
Core Action 2: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and help students understand the content and meaning of the text(s)?	
A. Questions and tasks address the text(s) by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.	Questions and tasks attend to the qualitative features of the text(s) that matter most and how they are used in the text(s) to build understanding. 4 - Most questions 3 - Many questions 2 - Few questions 1 - No questions
B. Questions and tasks require students to use evidence from the text(s) to demonstrate understanding and to support their ideas. These ideas are expressed through written and/or oral responses.	Questions and tasks require students to cite evidence from the text(s). 4 - Most questions 3 - Many questions 2 - Few questions 1 - No questions
D. Intentionally sequenced questions build knowledge and arrive at grade-level analysis to enable all students to make meaning of, and think deeply about, the text's complexities.	Text-dependent questions and tasks are intentionally sequenced to build knowledge and arrive at grade-level analysis. 4 - Most questions and tasks 3 - Many questions and tasks 2 - Few questions and tasks 1 - No questions or tasks

<p>E. The teacher deliberately checks for understanding throughout the lesson to provide feedback to students. When appropriate, students refine written and/or oral responses.</p>	<p>4 - The teacher checks for understanding among most students and feedback is provided. Students are expected to incorporate feedback into their work. 3 - The teacher checks for understanding among most students and feedback is provided. 2 - The teacher checks for understanding among some students and feedback is provided to those students. 1 - The teacher checks for understanding among few or no students and/or no feedback is provided.</p>
<p>F. All students receive supportive and precise feedback that affirms their skills and success as readers and writers and references their unique strengths in learning the content.</p>	<p>4 - The teacher consistently provides feedback that affirms the abilities and potential of a variety of individual students and includes precision and nuance unique to each student's work. 3 - The teacher consistently provides feedback that affirms the abilities and potential of a variety of individual students and extends beyond stating answers are right or wrong. 2 - The teacher provides feedback that affirms the abilities and potential of a limited set of individual students and extends beyond stating answers are right or wrong. 1 - The teacher does not provide feedback that affirms the abilities and potential of individual students beyond stating answers are right or wrong.</p>
<p>Core Action 3: Do the lesson and instruction provide support for all students to engage in the work of the lesson?</p>	
<p>A. Students do the majority of the work of the lesson to uncover deeper meaning from the text(s) and to build knowledge of the world through speaking/listening, reading, and/or writing.</p>	<p>4 - Most students are doing the majority of the work in service of grade-level standards. 3 - Some students are doing the majority of the work in service of grade-level standards. 2 - Few students are doing the majority of the work in service of grade-level standards, or students are doing the majority of the work, but that work is not in service of grade-level standards. 1 - Students are not doing the majority of the work.</p>
<p>B. Students productively struggle to arrive at meaning making through reasoning and appropriate scaffolding such as leveraging background knowledge building, fluency, vocabulary, and syntax.</p>	<p>4 - Most students are engaging in productive struggle with sufficient scaffolding in service of grade-level standards. 3 - Some students are engaging in productive struggle with sufficient scaffolding in service of grade-level standards. 2 - Few students are engaging in productive struggle with sufficient scaffolding in service of grade-level standards, or students are engaging in productive struggle, but that struggle is not in service of grade-level standards. 1 - Students are not engaging in productive struggle.</p>
<p>C. Students provide accurate text evidence to support the explanation of their ideas and display precision in their oral and/or written responses.</p>	<p>4 - Most students are providing accurate and precise text evidence to support an explanation of their ideas in service of grade-level standards. 3 - Some students are providing accurate and precise text evidence to support an explanation of their ideas in service of grade-level standards. 2 - Few students are providing accurate and precise text evidence to support an explanation of their ideas in service of grade-level standards, or students are providing accurate, precise text evidence but not in service of grade-level standards. 1 - Students are not providing text evidence.</p>
<p>D. Students talk and ask questions about each other's thinking in order to clarify or improve their understanding.</p>	<p>4 - Most students are engaged in student-to-student grade-level academic discourse that clarifies and improves their understanding of the text(s) or topic. 3 - Some students are engaged in student-to-student grade-level academic discourse that clarifies and improves their understanding of the text(s) or topic. 2 - Few students are engaged in student-to-student grade-level academic discourse that clarifies and improves their understanding of the text(s) or topic, or students are engaged in academic discourse, but it is not in service of grade-level standards and/or does not clarify or improve their understanding of the text(s) or topic. 1 - Students are not engaged in academic discourse.</p>
<p>Student Mastery: Did students master or move toward mastery of the content of the lesson?</p>	
<p>Students exhibit a strong grasp of the content of the lesson.</p>	<p>Students are moving toward a strong grasp of the content of the lesson. 4 - Most students 3 - Some students 2 - Few students 1 - No students or little evidence</p>